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ABSTRACT

Grading style refers to the regularities and variations in the judging habits of instructors. To test the contention that grading is a communication act and ought to be related to other communication variables like instructor responsiveness, a study examined data collected from 15 teaching assistants and 2 faculty members. In addition, it reviewed grades from their 1,578 students. The communication responsiveness of each instructor was measured by the Conversation Self Report Inventory (CSRI), which taps three modes of responsiveness--mastery (an assertive mode), flexibility (a supportive/adaptive mode), and neutrality (a communication-avoidance mode). Discriminant analysis revealed a respectable relationship between grading style and communicative responsiveness of instructor. It showed that neutral responsives exhibited more lenient grading patterns than other instructors, but that they became more severe in their grading toward the end of the course. Overall, the results provide an empirical base for grading scale construct and demonstrate its relevance to the communicologist. (FL)

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ABSTRACT

GRADING STYLE AND INSTRUCTOR RESPONSIVENESS

by

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This paper contends that grading is a communication act and ought to be related to other communication variables like instructor responsiveness. The grading style construct is introduced and related to the behavioral and value dimensions of communicative responsiveness. Based on an analysis of 25,248 grades, the components of the construct are discussed. It was found that components of the construct are related to responsiveness in predictable ways.

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GRADING STYLE AND INSTRUCTOR RESPONSIVENESS

This paper presents the empirical bases of the "grading style" construct and relates it to the behavioral and value dimensions of communicative responsiveness. Grading style is based on some notions familiar to all instructors.

Consider the number of times you've heard students complain that they have a hard instructor. Or maybe a candid student confides that she is going to do well in a course because she has the easiest instructor in the department. In the coffee lounge, we hear instructors say that Instructor X is a real stickler for content while Instructor Z is a fanatic for delivery. We've heard some instructors say that their students do well on oral work but perform miserably on written work, and vice versa. All of these instances have to do with the grading patterns or judging habits of instructors; i.e., the grading style of instructors.

"Grading style" refers to the regularities and variations in the judging habits of an instructor. Often thought of in terms of the leniency or severity of an instructor's overall grading tendencies (Kerlinger, 1973), judging habits are quite complex (Smith, 1966). For instance some instructors tend to be easy early in a course and hard later on; others may be severe on early assignments and lenient on final assignments. The concept of grading style encompasses these and other patterns of grading that serve to differentiate one instructor from another.

Past research has tended to treat the judging habits of instructors as pathologies of grading. Under the banner of "rater errors," Kerlinger (1973, pp. 548-549) discusses the halo effect, the error of severity, the error of leniency, and the error of central tendency. These maladies have been cursed and fretted about on numerous occasions in our journals (Henrikson, 1940; Thompson, 1944; Miller, 1964; Bock, 1970, 1972; Bock, Powell, Kitchens & Flavin, 1977; Powell & Bock, 1980). And we have received some good advice on how to correct or compensate for these errors in the grades we give (Bowers, 1964; Brooks & Friedrich, 1973; Allen, Wilmington & Sprague, 1976). However, we believe that the variations and regularities in grading should be studied from a descriptive as well as from a prescriptive angle.

We assert that grading is a communicative act. As such, grading style ought to be related to other communication variables, such as instructor responsiveness. Hughey and Harper (1983) found the Conversation Self Report Inventory (CSRI) to be a satisfactory measure of instructor responsiveness. The inventory is constructed in such a way that both behavioral (i.e., "This is what I do") and value (i.e., "This is what I should do") dimensions of responsiveness are measured. The CSRI taps three modes of responsiveness: Mastery (an assertive mode), Flexible (a supportive/adaptive mode), and Neutral (a communication-avoidance mode).

Thayer's contention (1963) that communication is not a "thing sui generis which can be studied and dealt with apart from human behavior" (p. 220) leads us to expect an intimate linkage between the CSRI and grading behavior. To paraphrase Thayer, if a person avoids revealing unfavorable information in a conversation, wouldn't we expect

the person to avoid giving unfavorable grades in the classroom? If a person values confrontation in her conversations, shouldn't this value be reflected in the classroom as well? If a person manages conflict well interpersonally, shouldn't this ability be reflected in the teaching environment?

We hypothesize that Neutral Responsive instructors will exhibit a more lenient grading style than Mastery and Flexible Responsive instructors. We base our hypothesis on the findings reported by Geisinger (1980) and Guilford (1954). Geisinger (1980) found that grades tend to be lower in large classes. Guilford (1954) gives us an insight into why this is so. He reports that "the error of leniency is much greater when the rater must confront the ratee with the results of the ratings" (p. 295). Stockford and Bissell (1949) found that this condition produced large, significant effects. In a large class of 200-300 students there is much less of a chance for significant instructor-student interaction when a grade is handed out than in a class of 20-30. We believe that the threat of a confrontation would be more of a problem to Neutral than Mastery and Flexible Responsives. We would expect that Neutrals would exhibit a tendency toward leniency in their grading style in the small classes we teach, whereas Mastery and Flexible Responsives would exhibit greater severity in their grading.

The remainder of this report details the nature of the grades and the measure of communicative responsiveness used in this investigation. The components of grading style that emerged from a discriminant analysis of 25,248 grades awarded by 17 instructors are presented and described. After relating grading style with communicative responsiveness, we conclude with our interpretations and conclusions.

Grading Procedures in the Basic Course

Our basic course is a hybrid course emphasizing both interpersonal and public communication. Students participate in interviews, private and public group discussion groups, and platform speaking experiences as well as take examinations and quizzes. They also produce written reports and outlines pertinent to oral communication experiences. In total there are 16 separate assessments of student performance.

The grading scale is defined by 29 points with 29 = A+, 18 = D-, 16 = F, 0 = assignment not attempted. Specific departmental criteria are stipulated for each of the following 16 grades.

Grade	Brief Description
Grade 1.	Attendance and class participation.
Grade 2.	Oral project #1--describing and analyzing a problematic communication episode.
Grade 3.	Written portion of project #2--transceiver analysis profile based on an in-class interview.
Grade 4.	Oral portion of project #2--describing, analyzing, and evaluating an in-class interview.
Grade 5.	Content portion of project #3--forms of support and visual aids in a speech to inform.
Grade 6.	Delivery portion of project #3--speech to inform.
Grade 7.	Content portion of project #3--organization and wording in a speech to inform.
Grade 8.	Written work and participation in project #4--private problem-solving discussion (annotated bibliography, written test covering discussion principles, participation/leadership assessment by the instructor).

Grade 9.	Delivery portion of project #5--public persuasive group discussion followed by a forum period.
Grade 10.	Content portion of project #5--evidence and reasoning.
Grade 11.	Written portion of project #6--audience analysis, speech outline, post-speech evaluation of a speech to persuade.
Grade 12.	Delivery portion of project #6--speech to persuade followed by a forum period.
Grade 13.	Content portion of project #6--all content factors are emphasized in a speech to persuade.
Grade 14.	Standardized, objectively scored Mid-Term Examination.
Grade 15.	Standardized, comprehensive, objectively scored Final Examination (this grade is doubled and becomes grade 16, also).
Grade 17.	Quizzes devised and administered by the instructor.

Both the mid-semester (50 items) and final examination (100 items) are prepared by the course director using input from those teaching the course. Each instructor submits five multiple-choice, four alternative items for each examination. Each instructor responds to a rough draft of the examination that is made up of all the submitted questions. The instructor also rates each item on a 0-5 scale (0 = throw the item out; 5 = one of the finest items I've ever seen). In a validation session with all instructor's present, each item is reviewed; items scoring less than two are not retained for the examination. Other items are refined and polished. Alphas for the Mid-Term and Final are typically in the .80 - .94 range.

Approximately 32 sections of a maximum of 30 students are offered each semester. Most of the sections are taught by graduate teaching

assistants that are pursuing a two-year Master's program in speech communication. Each TA teaches two or three sections of the course. All TAs undergo a week-long training seminar at the beginning of each semester. Much of the seminar is devoted to training the TAs in the use of departmental criteria for the 16 assessments. The textbook (Hughey & Johnson, 1975) is competency-based and employs a behavioral-objective format.

Most of the students enrolled in the course come from the College of Business and the College of Arts and Sciences. It is a required course for most of the students in the course.

The data used in this study come from the fall semester of 1981 through the spring semester of 1982. Data from a total of 53 sections taught by 15 TAs and two faculty members were utilized in this study. The 16 grades for 1,578 students were used in the discriminant analyses.

Instructor Responsiveness

The communication responsiveness of the instructor was measured by the Conversation Self Report Inventory (CSRI). Work with the CSRI has suggested that individual patterns of communication can be differentiated in terms of six major aspects: (1) the way the person views the purpose of communication, (2) the communicative climate he/she creates, (3) the way he/she transmits information, (4) the way he/she receives information, (5) the way he/she sequences messages, and (6) the way he/she copes with communication barriers. Early work with the CSRI focused on a Flexible Responsive mode of communication, referred to as the sensitive pattern (Lyzenga, 1978). The current version has added the Mastery Responsive and Neutral Responsive modalities to its

measurement capabilities. In the inventory, each mode is considered in terms of six conversational requirements listed above.

With the Mastery Responsive (MR) mode, a person chooses to impose his/her will on the conversation. The person opts to influence others, to generate a competitive climate, and to speak in a verbal-dynamic way. Listening is restricted to that information that will help him/her formulate responses and rebuttals that advance his/her views. The person achieves coherence by getting others to adopt his/her way of organizing messages. The person handles problems in conversation once they come to a head but does little to prevent problematic situations from occurring.

For the Flexible Responsive (FR) mode, a person chooses to respond by adapting or harmonizing him/herself with the conversation. The communicator focuses on understanding others, generating a supportive climate, speaking in an adaptive way with an emphasis on nonverbal output, and listening to anything a person has to say. The person adapts to the organizational patterns of others and is a problem preventor.

With the Neutral Responsive (NR) mode, a person chooses to detach him/herself from the conversation. This person appears to be aimless and uninvolved in conversations. The person seldom speaks, listens to very little, fails to follow the drift of the conversation, and avoids coping with problems that arise in conversations.

The MR, FR, and NR scales were developed through factor analyzing a previous form of the CSRI (Leesavan, 1977). Neal and Hughey (1979) summarize the early validation studies of the CSRI. The inventory correlates with the expected dimensions tapped by the "California Psychological Inventory" and Gordon's "Survey of Interpersonal Values."

The Flexible Responsive Scale produces correlations in the .46 - .38 (n = 89) range for the Sociability, Benevolence, Tolerance, and Good Impression scales of these measures. Other significant relationships were noted between the CSRI and the Social Presence, Responsibility, Achievement, Intellectual Efficiency, and Feminity scales. Leesavan (1977) summarizes other validation studies where scales on the CSRI were related significantly to communication satisfaction, management style, decision-making effectiveness, and violence proneness. Recent studies have related the CSRI to teaching effectiveness and found the scales to successfully differentiate among teaching styles and course outcomes (Hughey & Harper, 1983). Reliability coefficients are typically in the .70 to .90 range. For the current version of the CSRI (n = 2,305), alpha is .86 for the Mastery Responsive scale, .75 for the Flexible Responsive scale, and .88 for the Neutral Responsive scale.

Each item in CSRI presents a Mastery Responsive, Flexible Responsive, and Neutral Responsive alternative to a total of 60 conversational situations. Eighteen conversational situations tap the actual behaviors exhibited in a conversation by a respondent. Twenty-four deal with the image a respondent projects, and eighteen deal with what a respondent expects in conversations. Expectations are further broken down into six-item motivational, normative, and value dimensions. This tripartite division is consistent with the general theory of action which was articulated by Parsons and Shils (1951).

In this study, we are interested in looking at the scales from the behavior and value domains. Essentially, the scales from the behavior domain report, "This is what I do in a conversation." For instance, the Mastery respondent might report, "I use language that is direct and

to the point." Scales from the value domain report, "This is the best thing to do." For instance, a Neutral respondent might report, "It is best to 'keep out of the line of fire' in conversations."

The Discriminant Analysis and the Grading Style Construct

In order to determine the salient dimensions of the grading style construct, the 16 grades of 1,578 students were submitted to a discriminant analysis (Hull & Nie, 1981) for the 17 instructors. Each instructor had taught at least 42 students; the highest number of students for an instructor was 152. The median was 98 students for an instructor. Every instructor was represented by students from more than one section of the course.

With Wilks' criterion set at $F > 1.0$ for entry and the varimax option employed, the stepwise procedure admitted all 16 grades into the analysis. The univariate tests indicated that each grade had a significant impact on grading style ($p < .0003$ to $p < .0000$). A total of 11 significant functions ($p < .02$) emerged; a canonical correlation of .58 ($p < .0000$) was produced for the 16 function model.

Preliminary tests had suggested that a six function model (accounting for 84.62% of the variance) gave a satisfactory description of the grading style construct. The six function model correctly classified 34% of the 1,578 students (by chance we would expect to correctly classify 5.88% of the cases).

Table 1 displays the rotated correlations between canonical discriminant functions and the 16 grades. The grades are ordered in terms of the magnitude of the correlation with a given function. In

addition, the rotated standardized discriminant function coefficients are indicated in parentheses.

Insert Table 1 about here

Function One accounted for 25.82% of the total variance. It was labeled the "Early course" component of grading style. This component differentiates instructors who are more lenient on early assignments from those who are more severe on early assignments.

Function Two accounted for 14.86% of the total variance. Although it might have been called the "cognitive" component, it was named the "Quizzes" component. This component separates lenient and severe instructors in terms of instructor-devised quizzes that are administered throughout the semester. It also differentiates between students who score well on the final exam and those who do not.

Function Three accounted for 14.86% of the variance and was named the "group discussion" component. This component represents a grade based upon three elements: a written annotated bibliography handed in prior to private discussion sessions; an appraisal of the student's contribution to the group sessions; and an instructor-devised test over discussion concepts and principles. As such, this component of grading style was taken to be a performance/competence component. This component separates lenient and severe instructors.

Function Four accounted for 10.54% of the variance and was labeled the "delivery" component of grading style. This late course, performance component separates lenient from severe instructors in terms of delivery.

Function Five accounted for 9.44% of the total variance. It was named the "informative" function. Both an early information-giving assignment (project #2: the written report) and the two content grades for the speech to inform load most prominently on this function.

Function Six accounted for 9.10% of the variance and was named the "late course" component. This late course component stresses content/competence, whereas function four stresses performance. The fact that Mid-Term Exam figures prominently into this function supports this interpretation. However, the fact that the Mid-Term has a negative valence supports the interpretation that the component is biased toward terminal assignments. This component separates lenient and severe instructors in terms of late course competence; it also differentiates between students who score well on the Mid-Term Exam and those who do not.

Figure 1 displays a visual representation of the grading style for each of the 17 instructors. The instructors are arranged in terms of the early course component of grading style. The most lenient instructor on function one is presented first; the most severe is presented last.

Insert Figure 1 about here

The graphics are based on the discriminant functions evaluated at the "group" centroids; these values are displayed in Table 2. Since each instructor represents one of the "groups" in the discriminant analysis, the standard score for an instructor for each function is taken as the instructor's stylistic component. It is thus possible to plot the stylistic components for each instructor.

Insert Table 2 about here

In essence, the base lines in Figure 1 (the zeroes) represent the mean for each function. A plot that appears above the base line indicates leniency; a plot below the base line means severity. For instance, instructor #15 is lenient on early course, group discussion, and informative components of grading style. He is at the average on Quizzes and a little more severe on delivery and late course components. Comparing him to others, he is clearly one of the most lenient instructors overall. And comparing his early course and late course components, he exhibits an easy-to-hard style.

Instructor #16 is clearly one of the most severe instructors, overall; but there is a tendency for her to exhibit a hard-to-easy (severe-to-less severe?) style. Of course, Instructor #1 is one of the clearest examples of a hard-to-easy style.

Knowing that the Quizzes (function two) and late course (function six) contain a heavy loading from the Final and Mid-Term (respectively) gives us an idea how student achievement varies from instructor to instructor. In this case the distance <u>below</u> the base line indicates greater achievement on these cognitive measures.

Instructor #14's students did better on the Mid-Term than Instructor #13's students. Instructor #14's students did better on the Final than Instructor #16's students.

The Multiple Regression Analysis: Grading Style and the Behavioral/ Value Dimension of Communicative Responsiveness

In addition to the six components of grading style, two other estimates of grading style were included in the multiple regression analysis. A composite leniency/severity score was calculated by summing the six component scores. A measure of the difference between early course and late course leniency/severity was calculated by subtracting function six from function one.

Thus the eight style variables were correlated with the behavioral and value dimensions of communicative responsiveness. Table 3 displays the correlation matrix.

Insert Table 3 about here

The multiple regression analysis merely confirmed what is obvious from the correlation matrix. Four one-variable regression models were produced, using a stepwise procedure with $p < .05$ set as the criterion for entry. Overall, Flexible Responsives are more severe in their grading ($R^2 = .37$; $p = .009$). This is manifested when the behavioral dimension of responsiveness is pitted against the components of grading style. On the other hand, Mastery Responsives are more lenient on the Group Discussion component of grading style ($R^2 = .36$; $p = .012$). It should be noted that students become aware of their group discussion grade toward the end of the course.

In terms of the value dimension of responsiveness, Mastery and Neutral Responsives are quite different in their grading styles. Mastery Responsives exhibit a hard-to-easy pattern of grading (R^2 = .41; p = .006) and Neutral Responsives exhibit an easy-to-hard pattern (R^2 = .58; p = .0004).

This analysis documented a respectable relationship between grading style and communicative responsiveness. In addition it provided support for our hypothesis that Neutral Responsives would exhibit more lenient grading patterns, whereas Flexible and Mastery Responsives would exhibit more severe grading patterns.

Interpretations and Conclusions

We believe that the results of the study provide an empirical base for the grading style construct and demonstrate its relevance to the communicologist. The six components that emerged in the discriminant analysis are consistent with anecdotal accounts of grading style about which we have heard. The early course (component 1) and late course (component 6) components are ones that we've experienced personally. We've been in English courses where the highest grade on an early theme was invariable a D; but toward the end of the course, most of the themes were rated an A or B. We've been in other courses where the early assignments led us to believe that the course was going to be a snap only to find that the later assignments were real bears.

We find the second component to be especially interesting since it pits the Quiz grades against the final, standardized, departmental exam. This suggests to us that the competence component of a speech course may be a bipolar dimension with instructor-devised assessments at one

end and departmentally-controlled assessments at the other end. Of course, the major thrust of the component separates more lenient quizzers from more severe quizzers.

Of all the components that emerged, the group discussion component is probably the least generalizable beyond our own basic course. This grade represents both performance and competence in group discussion. It comes from three different sources: an annotated bibliography, a test, and an appraisal of participation in an actual discussion. At best, it represents a mixture of performance skills and cognitive achievement.

The delivery component along with the informative component that stresses content is quite meaningful to us. The delivery/content duality is one that we've heard instructors talk about quite frequently.

To us, the grading style construct explains why a student may get exactly the same final course grade regardless of the instructor. Although instructors may vary in their leniency/severity on specific assignments, these variations over a number of assignments tend to cancel each other out. Of course, as our graphic representations illustrate, some instructors are overall harder/easier than other instructors.

Some of the components of grading style seem to fall into the performance/competence categories that McCroskey (1982) would like to see us use in our pedagogy and research. The Quizzes component has a strong cognitive/competence flavor as well as the late course and informative components. The delivery component belongs to the performance category. The early course and group discussion components probably are a blend of performance and competence.

We contend that each instructor leaves his/her signature in the grades awarded in a course and that this signature has communicative significance. Our contention was supported by the outcomes of the multiple regression analyses. In that Neutral Responsives report they avoid revealing unfavorable information in their interpersonal conversations, we would expect them to avoid giving unfavorable grades in a course. On the other hand, Mastery Responsives who report that it is best to handle conversational problems when they come to a head would be less concerned about giving low grades for fear of a confrontation. They value the assertive mode. And Flexible Responsives with the behavioral repertoire to prevent conversational problems would not steer clear of giving low grades for fear of a confrontation. They cope with conflict in a competent way.

As the chances for significant student-instructor interaction are reduced toward the end of the course, Neutral Responsives become more severe in their grading. We believe that the easy-to-hard signature of the Neutrals communicates their reluctance to reveal unfavorable information and to "keep out of the line of fire" when establishing and developing relationships with students. As these relationships enter the terminal stage, the "line of fire" diminishes and permits leniency to wane.

Furthermore, our contention was strengthened by the finding that the behavioral dimension of Mastery Responsiveness is related to the group discussion component of grading style. Inasmuch as the group discussion grade is not awarded until three-quarters of the course is completed, the same hard-to-easy pattern noted for Mastery Responsives in the value domain is suggested in the behavioral domain. In addition,

the leniency of high Mastery Responsives may be a function, in part, of the nature of the discussion assignment. Of all the projects, the group discussion project offers high Mastery instructors the greatest opportunity to take charge and structure a potentially confusing learning experience. It is quite likely that these instructors structure the assignment in such a way that deadlines are met, agendas are set, and participation is ensured. Consequently, high Mastery Responsives may see their students fulfilling the project criteria and award them higher grades. On the other hand, low Mastery Responsives with their reluctance to impose their will on communication events may not experience the same degree of success with making the discussion assignment work.

Obviously our conclusions are based on a limited number of instructors, all teaching the same course in a single discipline. We are in the process of enlarging the scope of our exploration by including instructors from English and Biological Sciences at our university. It is our hope to refine the grading style construct and to test its generalizability to other disciplines.

We already have data to suggest that TAs from BiSci differ from TAs in Speech Communication in their communicative responsiveness. For the record, we expect to find corresponding differences in the grading signatures for the two groups.

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Table 1. The components of grading style: Rotated correlations between grades and functions (and standardized coefficients)

Grade	Descriptor	Function 1: Early Course	Function 2: Quizzes	Function 3: Grp. Disc.	Function 4: Delivery	Function 5: Informative	Function 6: Late Course
G2	#1: Oral	.76 (0.81)	.09 (0.10)	.08 (-0.03)	-.04 (-0.12)	.12 (-0.05)	-.09 (-0.25)
G4	#2: Oral	.47 (0.39)	-.09 (-0.23)	.07 (0.00)	.12 (0.06)	.04 (-0.22)	.26 (0.23)
G3	#2: Written	.40 (0.30)	.17 (0.09)	-.05 (-0.24)	.13 (0.07)	.37 (0.45)	.14 (0.03)
G17	Quizzes	-.01 (-0.24)	.71 (1.07)	.13 (0.04)	.01 (-0.06)	.11 (-0.02)	.14 (-0.02)
G1	Attendance	.06 (0.01)	.24 (0.06)	-.18 (-0.48)	-.13 (-0.28)	.13 (-0.01)	.15 (-0.04)
G15	FINAL EXAM	-.03 (-0.26)	-.23 (-0.58)	.00 (-0.21)	-.11 (-0.22)	.05 (0.04)	.07 (0.18)
G8	#4: Grp. Disc.	.10 (-0.09)	.06 (-0.18)	.74 (1.15)	.04 (-0.10)	.15 (-0.04)	.10 (-0.12)
G9	#5: Delivery	.10 (0.01)	.06 (-0.11)	.02 (-0.14)	.71 (0.93)	.03 (-0.18)	.19 (-0.26)
G12	#6: Delivery	-.00 (-0.19)	.07 (-0.01)	.09 (-0.03)	.52 (0.60)	.29 (0.26)	.20 (-0.27)
G5	#3: F. of Support	-.05 (-0.33)	.01 (-0.05)	.04 (-0.06)	.07 (-0.08)	.74 (0.69)	.16 (0.03)
G7	#3: Organization	.16 (0.03)	-.01 (-0.18)	.04 (-0.16)	.02 (-0.10)	.60 (0.37)	.04 (-0.20)
G6	#3: Delivery	.21 (0.23)	.10 (0.19)	.25 (0.29)	.17 (0.01)	.47 (0.07)	.19 (0.12)
G11	#6: Written	.14 (0.12)	.17 (0.09)	.13 (0.06)	.14 (-0.05)	.04 (-0.23)	.57 (0.57)
G10	#5: Content	.07 (-0.02)	.13 (0.16)	.04 (-0.10)	.30 (-0.26)	.02 (-0.19)	.49 (0.64)
G13	#6: Content	.07 (-0.08)	-.02 (-0.29)	.10 (-0.03)	.11 (-0.15)	.15 (-0.09)	.48 (0.40)
G14	MID-TERM	.04 (-0.06)	.06 (0.08)	.07 (-0.04)	.01 (0.05)	-.10 (-0.34)	-.27 (-0.63)

Figure 1. Graphical Representation of the Grading Style for 17 Instructors

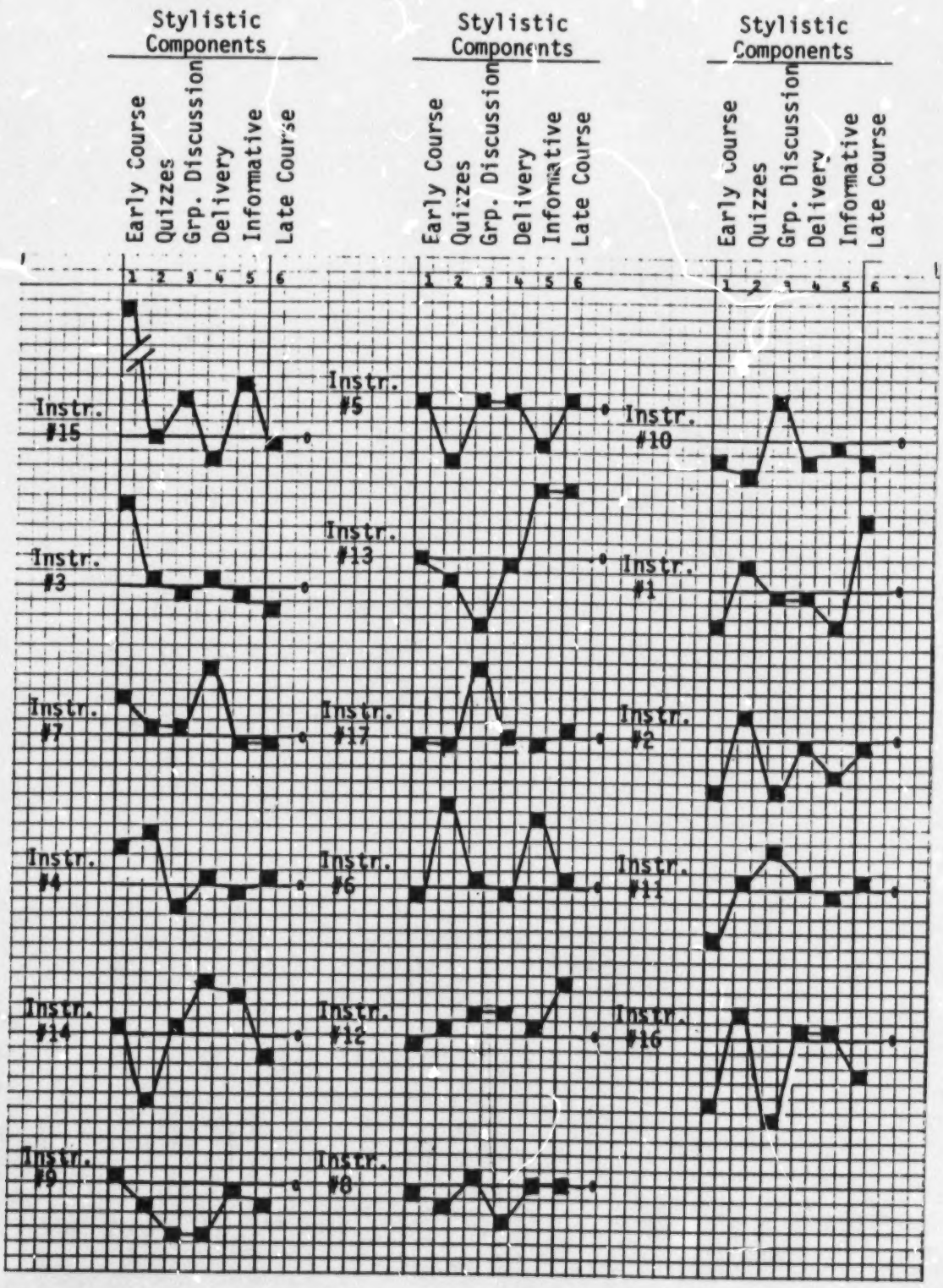

Table 2. Canonical discriminant functions evaluated at the group centroids

Instructors (Groups)	Function 1: Early Course	Function 2: Quizzes	Function 3: Grp. Disc.	Function 4: Delivery	Function 5: Informative	Function 6: Late Course
15	2.49	-0.00	0.50	-0.35	0.66	-0.54
3	1.08	0.08	-0.10	0.14	-0.17	-0.25
7	0.58	0.09	0.10	0.96	-0.10	-0.10
4	0.50	0.77	-0.39	0.12	-0.15	0.12
14	0.23	-0.94	0.12	0.72	0.46	-0.31
9	0.13	-0.33	-0.52	-0.46	-0.06	-0.37
5	-0.03	-0.66	0.07	0.18	-0.49	0.17
13	-0.04	-0.33	-0.97	-0.05	0.85	1.00
17	-0.13	-0.13	1.03	0.00	0.13	0.21
6	-0.14	1.18	0.15	-0.05	0.95	0.05
12	-0.18	0.23	0.39	0.39	0.17	0.84
8	-0.24	-0.31	0.24	-0.63	-0.04	-0.04
10	-0.26	-0.48	0.56	-0.29	-0.08	-0.38
1	-0.55	0.37	-0.10	-0.24	-0.60	0.92
2	-0.65	0.28	-0.67	-0.13	-0.48	-0.09
11	-0.83	0.13	0.53	0.12	-0.16	0.13
16	-0.91	0.32	-1.07	0.23	0.21	-0.48

Table 3. Correlations between grading style and the behavioral and value dimensions of communicative responsiveness (n = 17)

GRADING STYLE	COMMUNICATIVE RESPONSIVENESS					
	Mastery		Flexible		Neutral	
	Behavior	Value	Behavior	Value	Behavior	Value
COMPOSITE: OVERALL LENIENCY/SEVERITY	.31	-.42	-.61**[a]	.07	.39	.27
EARLY COURSE-LATE COURSE DIFFERENCE	-.02	-.63**[b]	-.25	-.35	.24	.76**[c]
1. Early Course	.15	-.64**[d]	-.34	-.25	.23	.69**[e]
2. Quizzes	-.09	.05	-.45	-.12	.46	.09
3. Group Discussion	.60**[f]	-.04	-.19	-.05	-.16	.05
4. Delivery	-.01	-.24	-.29	.41	.27	-.15
5. Informative	-.19	-.30	-.34	.19	.42	.06
6. Late Course	.29	.23	-.06	.33	-.11	-.43

**p < .01

[a]The higher the Flexible behavior, the more severe the grading.

[b]The higher the Mastery value, the greater the propensity for hard-to-easy grading.

[c]The higher the Neutral value, the greater the propensity for easy-to-hard grading.

[d]The higher the Mastery value, the more severe the grading on early projects.

[e]The higher the Neutral value, the more lenient the grading on early projects.

[f]The higher the Mastery behavior, the more lenient the grading on the discussion project.